**Program and Curriculum Review Template**

*Instructions: Review all information that is stored on your program and curriculum review web page.*

[***https://department.flemingcollege.ca/pcr***](https://department.flemingcollege.ca/pcr)

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| Program Coordinator: | Jennifer Rishor | Chair: | James Boesch |
| Review Facilitator: |  | Date Completed: |  |
| Program Name: | Hospitality (formerly Hotel and Restaurant Management) | Program Code: | HTR |
| 1.0 Industry Trends and Employment | | Summary of Key Findings | |
| * 1. Labour Market & Occupational Standard Trends   Review and discuss the following:   * Industry / sector changes or issues identified by the Program Advisory Committee * Recent labour market data or sector reports as provided by the Fleming Library Researchers. * Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation * Based on the above, do these changes or issues necessitate changes to your program, either immediately, or in the next few years? | | <http://flemingcollege.ca.libguides.com/c.php?g=352050&p=2928274&preview=b95f54d7aac762d4b69c9999be1eab9a>  Our Program Advisory Committee meeting was held on April 11th 2018. The biggest issue identified by our PAC was the impact Bill148 had on staffing and overhead costs of their business. Gone are the days of traditional staffing patterns for smaller, and independently owned and operated business.  Employment growth continues to be strong in the Hospitality sector. In our immediate area, employment opportunities vary depending on the season and time of year as we see a steady stream of visitors in the warmer months.  According to the CTHRC, tourism provides significant employment for young people. The 2011 National Household survey showed that 32% of Canada's tourism workforce was 15–24 compared to only 13% of the overall labour force and population. It is also noted by the CTHRC that the gap continues to grow between labour demand and available workers in the hospitality field.  By 2030, demand for labour in the tourism sector is expected to climb to 33% which represents 228,000 jobs. The greatest shortages are expected to materialize in food and beverage services and recreation and entertainment industry groups.  There aren’t any anticipated changes to the occupational standards or accreditation to the Hospitality program.  Due to the demand for skilled labour, we continue to provide additional certification within the Hospitality program such as Smart Serve, WHMIS, Service Excellence Certification and Occupational Health & Safety Training. | |

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| 1.2 Graduate Employment & Employment Trends  Review and discuss the following:   * Graduate employment statistics over the last few years, including those of students employed in the field, in a related field, outside the field, or unemployed, and any emerging patterns in this data. * Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages | Fleming Hospitality graduates are gaining employment within their field as graduate employment rates according to the Fleming KPIs are strong. 100% of the Class of Graduates in 2017 became employed in the Hospitality field. Fleming College has many industry partnerships which connect students to employment. Industry partners are all over Canada, not just in our immediate area.  Our Hospitality Program PAC members indicated that employee/employer loyalty will assist the employee achieve their career goals. “Job hopping” is quite common among millennials and employers will invest more into employees who in turn invest in them with a longer length of service. |
| 2.0 Key Performance Indicators  Review and analyze the formal Key Performance Indicator (KPI) results for your program. | Summary of Key Findings |
| 2.1 Student Satisfaction   * In addition to the formal Student Satisfaction KPI results, comment upon any other formal or informal discussions with students and graduates such as *student focus groups*, class councils, class representatives, individuals or delegations, or debriefing sessions following a field placement, clinical placement, or practical work integrated learning experience. | Planned for the September 2018 intake, students complete a 100-hour Field Placement in industry during their first and second year. Students often turn this placement into employment once completed.  A student focus group help by the Chair of the SOB indicated that the additional certifications within the program were a strength. Students felt that these certifications made the students more marketable. It should be noted that the student focus group was not well attended and included only first year students in their second semester. |
| 2.2 Retention Rate   * Use the IPP (Integrated Program Planning) data that focuses on Retention. * Review patterns of retention on a semester by semester basis over the last five years. * Comment on the effectiveness of any strategies adopted to improve student retention. | We don’t seem to have any concerns retaining students within the program. Should students withdraw, the reasons are due to circumstances out of our control. i.e. death in the family, money restraints, obtained employment within first and second year and did not return.cid:image002.png@01D3A65C.125EC880 |
| 2.3 Graduate Rate   * Review patterns of graduation rates on a semester by semester basis over the last five years. | We have a very strong graduation rate within the Hospitality Program. Each year we have two-three students that come back and enroll in another SOB program while completing their last few credits which they were unsuccessful in. We also have a few students that don’t return for the final year as they gained industry employment between first and second year. |
| 2.4 Graduate Satisfaction   * Review patterns of graduate satisfaction and provide comment. | The statistics for 2017 are based on a graduating class of 10 students. |
| 2.5 Enrolment Trends and Demand   * Your team will review and analyze the patterns in the number of program applicants, confirmations and actual registrants over the past 5 years. You will also examine changes, if any, in the student demographic profile and the impact, if any, of this changing student profile on program curriculum. * Assess whether the program curriculum needs to change based on the above analysis. * Use the FDR excel spreadsheet that provides Day 10 enrolment numbers for Fleming for the last 10 years, to assist you with your analysis. * Please review the IPP (Integrated Program Planning) data that focuses on trends related to student demand, and the related ‘Situational Analysis’ information included for your program – select the  Demand Trending Tab and Situational Analysis Tab. | The HTR, HRW, and HTT intakes have been relatively low but consistent over the past 5 years.  Over the last 5 years the September intake in the HTR program has been 10 – 20 students.  Over the last 5 years the January intake in the HRW program has been 2 – 5 students.  Over the last 5 years the compressed 1 year HTT program has been 1 – 5 students.  January 2017 we had an increased enrollment with 8 International students. The highest we had seen to date.  January 2018 we had an intake of 57 International students and 1 domestic student. This has been a record January HRW enrollment. It also caused various issues as the program and the core hospitality courses have been designed to support a one section intake, not three sections.  Staffing, certification delivery, and evaluations all became areas which needed to be addressed immediately.  Curriculum concerns will be addressed in section 3.2 and in the Program Improvement Plan portion.  cid:image003.png@01D3A65C.125EC880 |
| 3.0 Program Curriculum | Summary of Key Findings |
| 3.1 Program Learning Outcomes and/or Sector Standards   * Review program level learning outcomes in preparation for curriculum mapping (vocational, essential employability skills, general education) * Where applicable review sector standards to ensure program is keeping up with new trends, developments and requirements. | Hospitality PROGRAM CODE: HTR  Program Vocational Learning Outcomes  Website for Ministry Standards for Hospitality dated Jan 2015  1 Support an industry and workplace service culture by adopting a positive attitude and professional decorum, accommodating diverse and special needs, and contributing as a team member.  2 Deliver customer service and solutions that anticipate, meet and/or exceed individual expectations, as well as organizational expectations, standards and objectives.  3 Use marketing concepts, market research, social networks, sales and revenue management strategies, relationship management skills and product knowledge to promote and sell hospitality services, products and guest experiences.  4 Apply business and revenue models as well as basic accounting, budgeting, financial and administration skills to support the effective management and operation of a variety of organizations delivering hospitality services and products.  5 Comply with relevant organization and workplace systems, processes, policies, standards, legal obligations and regulations, and apply risk management principles, to support and maintain efficient, safe, secure, accessible and healthy hospitality operations.  6 Use appropriate technologies to enhance the quality and delivery of hospitality services, products and guest experiences and to measure the effectiveness of hospitality operations.  7 Keep current with hospitality trends and issues, and interdependent relationships in the broader tourism industry\* sectors to improve work performance and guide career development.  8 Use leadership, teamwork, conflict and relationship management skills and tools, as well as knowledge of organizational behaviour, labour relations, employment standards and human rights to contribute to a positive work environment.  9 Respond to issues and dilemmas arising in the delivery of hospitality services, products and guest experiences by using and promoting ethical behaviour and best practices of corporate social responsibility and environmental sustainability. |

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| 3.2 Program of Study, Course Outlines, Delivery and Program Map   * Review the feedback and suggestions received from Course-level survey completed by faculty at the end of each semester. * Review the balance and frequency of assessment types across the curriculum and their appropriateness to learning outcomes for the course and program level outcomes. * Collect a cross section of samples of student work as evidence of achievement of learning outcomes. * Reflect and comment upon the variety of methods used to demonstrate program outcomes. * Reflect and comment upon the degree of technology-enhanced delivery of the program outcomes. * Discuss the degree and depth to which the program is providing work integrated learning experiences. * Discuss the degree and depth to which the program includes Indigenous perspectives and record the courses in the curriculum in which Indigenous perspectives are covered * Record the course in the curriculum that covers the college-wide sustainability learning outcome * Review (or create) Program Curriculum Map(s) to ensure that there is alignment of current courses to the overall program outcomes, including the Vocational Learning Outcomes, the Essential Employability Skills, and adherence to the General Education Policy. * Review pre and co-requisites to ensure that they do not hinder progress in the program, unnecessarily. * Make recommendations to address any gaps identified or improvements required. * Review the program’s current admission requirements and their suitability in relation to program rigour and student preparedness. * Include an updated program curriculum map on your program and curriculum review web page. | Create a plan with program coordinator to acquire and store examples of student work (tests, assignments, exams, etc.)  Create a plan with program coordinator as how they would like the  course outlines made available (i.e.: electronically, printed, in a binder)  Program outcomes are demonstrated in lectures, seminar activities, experiential learning, field trips and field placement opportunities.  Technology is imbedded in student assignments and teaching methods within the Hospitality program.  Students must complete 1-100 Field Placement experience within industry. Students have an opportunity to work in any sector of the industry that appeals to them. Hospitality students are regularly hired back by their placements upon graduation. Our student placement evaluation forms regularly indicate that when and if positions become available, Fleming graduates are ideally suited. Recent student feedback indicated that although it may be challenging to obtain Field Placement, it is well worth the efforts.  Students also participate in Field Placement on campus in fourth semester at Fulfords completing all front of the house positions and levels of responsibility.  Corporate and Social Responsibility (MGMT66) is a mandatory course students must complete within the program where students discuss how to conduct business in an ethical, and a social responsible way. This addresses Vocational Learning Outcome #9.  Indigenous perspectives are covered off in HOSP53. When available, we take a tour of the on campus tipi hosted by an employee of our Aboriginal Department at Fleming.  A field trip to the Canadian Canoe Museum is also offered within the HOSP53 course. MINIMUM ADMISSION REQUIREMENTS OSSD with the majority of credits at the College (C) and Open (O) level, including:2 College (C) English courses (Grade 11 or Grade 12 )   * When (C) is the minimum course level for admission, (U) or (U/C) courses are also accepted.  Recommended (but not required for admission  * 1 College (C) Math course (Grade 11) |
| 4.0 Strategic Positioning and New Opportunities | Summary of Key Findings |
| 4.1 College and School Alignment   * Review program alignment with college priorities such as vision, mission, values, strategic plan, academic plan and the educational mandate, and / or academic priorities of the School. * Review program webpage and promotional messaging to ensure accuracy and currency. | N/A |
| 4.2 Competitor Programs   * Analyze key parallels and differences between this program and those of its closest competitors, where applicable. * Comment on the ’Value-added’ program distinctions and their attractiveness to prospective students. | N/A |
| 4.3 Learning Pathways   * Comment on recent or anticipated initiatives that promote student pathways including secondary school partnerships, dual credits, program laddering, dual diplomas, and university transfer, articulations, and partnerships. * Review all transfer credits. * Identify any new pathways that could be developed. | N/A |
| 4.4 New Program or Redesign Ideas   * Are there opportunities for new program initiatives based on Program, School, or community strengths and alliances? | N/A |
| 5.0 External Relations | Summary of Key Findings |
| 5.1 Community Partnerships   * Does your program have significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the student experience? * Are faculty, staff, and student involved in volunteer projects and events? | N/A |
| 5.2 Program Advisory Committee   * Comment on the distribution of Committee membership by constituency, sector, and / or region. * Comment on the vitality of the Committee (frequency of meetings, members’ level of participation, engagement, and turnover.) | Collect copies of Minutes to PAC meetings for the past five years - electronic  Provide to coordinator in their chosen format |
| 5.3 Alumni Relations   * Describe the type and range of alumnae involvement in the program. * Current and future strategies to engage alumnae in the program. | Alumni of the HTR program are very supportive of the current students. We have graduates that have earned promotions within our industry partners’ organizations and are now hiring our current students enrolled in the program. Alumni return as guest speakers and have assisted with Open House and High School visits. Many graduates keep in touch with the program coordinator via the Hospitality Program facebook page, twitter and Instagram.  The program coordinator continues to work with our Advancement and Alumni Office as Hospitality grads have been featured in the Fleming Ties publication. |
| 6.0 Program Resources | Summary of Key Findings |
| 6.1 Program Revenue and Expenses   * Please review Integrated Program Planning (IPP) information for your program. * Are program resources adequate, in the context of program currency and student numbers? (e.g. laboratory equipment, software, library holdings, or tools essential to program delivery and student learning. * Are there opportunities for further program specific external revenue such as sponsorship, grants, donations or gifts-in-kind? * Review the existing revenue and expenses associated with your program using the IPP tool and provide comments below. * Review all textbooks for cost, format (hard-copy, e-book, rental), use in multiple semesters, content (curriculum alignment, Canadian content, readability, engagement level), ancillary materials (question bank, Powerpoint, online support, image bank), publisher support, AODA compliance, and conflict of interest. | cid:image003.png@01D3A65C.125EC880  Feb. 15 – requested program budgets for past four-five years (Budget/Finance person –for most up-to-date version) from Patti-Lynn  What format does Jen want in?  End of April – get list of textbooks from Deborah Leal |
| 6.2 Faculty and Staff Resources  Please comment on:   * The number and distribution of all faculty, technicians, and technologists associated with the program including full-time, part-time, sessional, and cross-appointments. * Profile of the faculty, and staff associated with the program including cumulative credentials, scholarship, work-related and teaching experience, and expertise in education. * Significant faculty or staff accomplishments such as professional recognition and awards, achievement of credentials, and appointments. * Hiring priorities over the next few years based on the above. | Jennifer Rishor  Hospitality Program Coordinator  Full-time faculty  Charles E. Pascal Excellence in Teaching Award – June 2016  Sylvie Provost  Part-time faculty  Nick Witteck  Part-time faculty  Cassia Piper  Part-time faculty  Cory James  Part-time faculty  Nancy Townes  Part-time faculty  **Please see CV’s on file included.** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Faculty and Staff Resource List** | | | | | | |  |  |  |  |  |  | | **Full-time/Contract** | **Educational qualifications** | **Scholarship** | **Work-related Expertise** | **Teaching-related Expertise** | **Significant accomplishments-eg. awards, professional recognitions** | | Jennifer Rishor |  |  |  |  |  | | Hospitality Program Coordinator |  |  |  |  |  | | Full-time faculty |  |  |  |  |  | |  |  |  |  |  |  | | Sylvie Provost |  |  |  |  |  | | Part-time faculty |  |  |  |  |  | |  |  |  |  |  |  | | Nick Witteck |  |  |  |  |  | | Part-time faculty |  |  |  |  |  | |  |  |  |  |  |  | | Cassia Piper |  |  |  |  |  | | Part-time faculty |  |  |  |  |  | |  |  |  |  |  |  | | Cory James |  |  |  |  |  | | Part-time faculty |  |  |  |  |  | |  |  |  |  |  |  | | Nancy Townes |  |  |  |  |  | | Part-time faculty |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | | |
| 6.3 Program Delivery Capital Assets   * Please review existing program space and equipment * Determine needs for space and equipment to fulfill future needs | N/A |

**Program Improvement Plan**

Based on the analysis of your key findings, identify areas that require attention and action in the next 1-3 year timeframe. Ensure that you only recommend actions that reflect the program’s priorities and its capacity to achieve them, and record the success of any changes implemented and the means by which they are being evaluated.

To make sure your goals are clear and reachable, each one should be:

* **S**pecific (simple, sensible, significant).
* **M**easurable (meaningful, motivating).
* **A**chievable (agreed, attainable).
* **R**elevant (reasonable, realistic and resourced, results-based).
* **T**ime bound (time-based, time limited, time/cost limited, timely, time-sensitive).

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| New Recommended Improvements | Timeframe | Person(s) Responsible | Approval: Dean, Chair, or VPA or  Not Feasible, with rationale |
| **HOSP52** – **Hotel Operations Tactics & Strategies**. Discussion around the delivery and semester offerings of this course continues. The course has been categorized as “problematic” by the Chair of the SOB.  I would encourage a round table discussion with all players involved to find an agreed upon resolution.  There is also a new version which needs to be developed. | As soon as possible. | Program Coordinator  Dean, Chair, Human Resources Department |  |
| **HOSP3** – **Food & Beverage Operations** will be offered in the third semester. The course will continue to include Smart Serve Certification which is mandatory to complete as it is a requirement to take FLPL225 in fourth semester.  In addition, we will be adding the non-academic requirement through Continuing Education of Mixology in Fall 2019. This will enhance the students’ beverage knowledge considerably. | Development needs to be addressed in the fall of 2018 as the course will be delivered with Mixology in  fall of 2019. | HOSP3 Faculty |  |
| **HOSP2 – International Culinary Appreciation** | Development is being addressed over the course of the spring/summer 2018 semester. | Nick Witteck |  |
| **HOSP4 – Front Office Operations**  The CD-Rom that is used in the course needs to be re-programed with current dates and language. This is possible, however it needs to be paid development. | Development is being addressed over the course of the spring/summer 2018 semester. | Sylvie Provost |  |
| **FLPL225** – **Food Service Operations II** will take place in Fulfords Restaurant. HOSP3 is a pre-requisite to this course as all students must have Smart Serve Certification to work in a restaurant. Smart Serve is an industry standard. | Development needs to be addressed in 2019 as course runs winter 2020. | - FLPL225 Faculty  - Hospitality Program Coordinator  - Culinary Program Coordinator |  |
| **HOSP11** – **Service Systems** needs to addressed as the course was designed around an intake of 40 students max. The field trip into Toronto will need revisions as the projected intake for winter 2019 of this course is around 95 students. | Development needs to be addressed in fall 2018 semester as course runs in the winter 2019. | HOSP11 Faculty |  |
| **Program Name Change –** all other Ontario Colleges have revised their program name from the mandated Hospitality program name direction in 2014. To stay competitive we are modifying the Hospitality program name to Hospitality – Hotel & Restaurant Operations | Immediate | Jennifer Rishor and Linda Poirier |  |
| Previous Recommended Improvements | Timeframe | Person(s) Responsible | Update and Rationale: Proceeding = P  Completed = C  Not Feasible = NF |
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